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ABSTRACT

The California Main Street Program (MSP) provides technical assistance to rural communities facing rapid growth and downtown decay, serving as a vehicle for local stimulation and revitalization of downtown area businesses. This five-part handbook presents strategies for creating partnerships between California's MSPs and the state's community colleges. Following an introduction which details the development and structure of both the MSP and the California Community Colleges (CCCs), "The Mutual Benefits of Cooperation," discusses advantages and constraints of partnership for both entities. Next, "Defining the Relationship," reviews the roles and responsibilities of participants, and provides examples of college departments and the assistance they might provide within cooperative arrangements. In "Case Studies," profiles and contact information are presented for the following: (1) the Auburn Main Street-Sierra College partnership, through which Sierra College provided a student intern to Main Street, and Main Street supported Sierra College's Small Business Development Center; (2) the Quincy Main Street-Feather River College partnership, which has involved Main Street providing advice to Feather River College concerning curriculum development, and the two entities working together to develop a summer arts and entertainment series, and a student community service program; and (3) the Fort Bragg Main Street-College of the Redwoods partnership, which has involved college students in the design and analysis of a Main Street consumer survey, and joint fund raising. The handbook concludes with a chapter that provides advice on how to initiate contract and develop the relationship. The chapter focuses on fostering communication and trust. Appendixes provide directories of Main Street Communities, the CCCs, and Small Business Development Centers in the state. (MAB)

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ECONOMIC DEVELOPMENT at the GRASS ROOTS:

A GUIDE FOR CREATING PARTNERSHIPS BETWEEN MAIN STREET PROGRAMS AND CALIFORNIA COMMUNITY COLLEGES

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ED>Net

Economic Development Network
California Community Colleges

ECONOMIC DEVELOPMENT at the GRASS ROOTS:

A GUIDE FOR CREATING PARTNERSHIPS BETWEEN MAIN STREET PROGRAMS AND CALIFORNIA COMMUNITY COLLEGES

Funded by a grant from the Chancellor's Office, California Community Colleges, through the Economic Development Program.

ED>Net
California Community Colleges Economic Development Network

Developed by SIERRA COLLEGE *for: The Chancellor's Office of the California Community Colleges 1991*

SIERRA COLLEGE
• 5000 Rocklin Road • Rocklin CA 95677 • Tel. 916-781-0540 •

May 7, 1991

Sierra College is proud to be an active participant in the economic development efforts of the Chancellor's Office of the California Community Colleges and the State of California. Located in the foothills just northeast of Sacramento, the college district has experienced tremendous growth, with a number of international firms locating here. Still, like most communities, approximately eighty percent of our businesses are small businesses, creating the backbone of our economy.

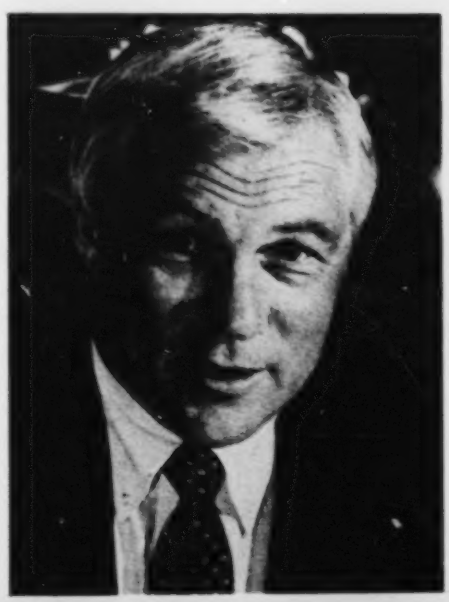
The California Mainstreet Program, through the State Department of Commerce, has developed a vehicle for local stimulation and revitalization of downtown area businesses. This outstanding program has also created partnerships for local community colleges to become involved in, adding a whole host of resources and expertise to assist local Mainstreet Programs in being successful enterprises. It has been our pleasure at Sierra College to be such a partner for our local Mainstreet Programs, and I encourage you, whether a business person or community college staff member, to fully utilize this handbook to work cooperatively in building strong Mainstreet Programs in your area, thereby enhancing the economic health of California.

Best wishes to each of you!

Sincerely,

Gerald C. Angove

GERALD C. ANGOVE, President
and District Superintendent



Dr. GERALD C. ANGOVE
President & District Superintendent

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
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California has the sixth largest economy in the world. This economic vitality is largely due to the hard- working citizens, and tremendous diversity of products and services we contribute to the global marketplace. Much of this diversity comes from the plethora of small businesses and entrepreneurial spirit of Californians in large and small communities alike.

In the Chancellor's Office of the California Community Colleges, a number of activities in economic development have been created to provide assistance and leadership in local efforts. ED>Net has been established to provide the infrastructure and network for disseminating successful endeavors, encouraging active participation of all local community colleges. Through a successful partnership with the State Department of Commerce and a Statewide task force of local leaders and experts, a model effort has been developed joining local Main Street Programs with community colleges. This manual presents the results of this model project so that local educators and businesses can follow the suggestions contained herein and form successful local partnerships and economic development strategies.

My many thanks to the members of the statewide task force and the project staff at Sierra College, who provided valuable information in this handbook. I challenge other local practitioners to implement the suggestions currently used by these individuals as set forth in this handbook, and create winning local partnerships of your own.

Sincerely,

David Mertes

Dr. David Mertes
Chancellor

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STATE OF CALIFORNIA—BUSINESS, TRANSPORTATION AND HOUSING AGENCY PETE WILSON, Governor

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May 28, 1991

CALIFORNIA MAIN STREET MANUAL:
COMMUNITY COLLEGES AND BUSINESS WORKING TOGETHER

The success of California's Main Street Program has always been contingent upon the grassroots efforts of local community people. Now, as a result of a successful partnership between the State Department of Commerce and the Chancellor's Office of the California Community Colleges, we have an excellent "how to" manual collaborative effort between downtown revitalization programs and local community colleges. Clearly written, the manual includes examples of successful partnerships as well as a number of ideas to enhance the local efforts between community colleges and Main Street and other downtown revitalization programs. It allows room for local autonomy and creativity while at the same time providing a clear framework from which to begin, and guidelines for working with each system.

As always, it is our pleasure to assist in providing leadership for local communities, and a particular pleasure to have worked in partnership with the California community colleges on this statewide project.

Sincerely,

Jan Hall

JAN HALL
Interim Director

Background on the Authors

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Dr. Paulette Perfumo-Kreiss is Dean of Vocational Education and Economic Development at Sierra College in Rocklin, CA. Prior to working at Sierra College, she was Administrator of Vocational Education for the Chancellor's Office of the California Community Colleges. In addition to her community college responsibilities, she is active on the Executive Board of the Roseville Chamber of Commerce.

Laurie Harrison

Laurie Harrison is a consultant to Sierra College. She is a principal in the research consulting firm of Foothill Associates located in Nevada City, CA. She holds a B..A. from Stanford University and an M. A. from the University of California at Berkeley.

Acknowledgements

This manual was prepared through a grant to Sierra College from the Chancellor's Office of the California Community Colleges. Laurie R. Harrison, consultant to Sierra College, was the primary report author. The manual was developed under the guidance of a twelve member steering committee comprised of community college and Main Street program personnel. These individuals, who contributed generously of their time, are listed below.

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INTRODUCTION

California has experienced a period of rapid growth over the last decade. As urban areas have become crowded and expensive, there has been a pattern of migration to more rural communities. One common effect is the growth of shopping malls at the edges of these communities, with a corresponding decline in their downtown districts. Decaying central business districts is, of course, a problem large American cities have faced for decades, with consequences that are all too familiar: boarded up store fronts, neglected buildings, decreasing property values, increasing crime, and the loss of what had been the nucleus of the community.

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But there are ways to prevent these consequences, even in a period of growth, through planning and encouragement of the kinds of downtowns we all enjoy and admire. The best from the past can be preserved, parks can be built, thriving businesses can be maintained, and downtowns can continue to be vibrant hubs of healthy, growing communities.

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ECONOMIC DEVELOPMENT at the GRASS ROOTS:

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The California Main Street Program provides technical assistance to rural communities facing rapid growth and downtown decay. Through organization cooperation, effective promotion, aesthetic design, and economic restructuring, the Main Street program has developed an ability to help struggling cities maintain or rebuild robust centers of economic and social activity.

The California Main Street Program is housed in the Office of Local Development of the California Department of Commerce. The program was launched in 1986. It has shown a track record of success in helping to revitalize rural downtowns and support small businesses.

A central principle of the Main Street Program is to bring together the many resources available to a city in a cooperative effort. Revitalization is a complex process requiring the combined efforts of many. Both public and private agencies must be involved for a Main Street program to succeed. Community colleges, particularly those in predominantly rural areas, are public agencies that can play an important role in assisting such efforts.

In recent years many of the Community Colleges in California have expressed interest in helping to nurture the economic development of their local regions. Those colleges that are attempting to nurture local economic development are demonstrating that they share the agenda and concerns of Main Street programs.

It is the purpose of this handbook to show how community colleges and Main Street programs can work together, and the benefits that will accrue to each from such collaboration. Although this guide is directed to Main Street programs, it can be used by any downtown association to develop a cooperative working relationship with the local community college.

BACKGROUND ON THE TWO MAJOR PLAYERS

Before proceeding, a bit of background information on Main Street communities and community colleges is necessary. By understanding more of the make-up and mission of these two players it is easier to see how they can form an alliance.

MAIN STREET

What is the Main Street Program?

The Main Street program was developed in response to the problem of central business district decline. The program's goal is to help communities revitalize their downtowns, within the context of historic preservation, by combining efforts of many community resources. The vision statement of the California Main Street Program is as follows:

> *The vision of the California Main Street Program is that the central business districts of California cities become and remain functioning economic, social, and cultural entities; that they enhance the local and statewide economy, operating at their fullest potential in providing goods and services to local residents; that they continue to proudly reflect and represent the cultures and heritage of their local communities and the state; and that they thrive as important gathering places of community life.*

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The Main Street program was developed in response to the problem of central business district decline.

California Main Street is established primarily as a demonstration program, meaning that state services, consisting of technical assistance and training in downtown revitalization strategy, are focused on a select number of cities statewide. The purpose of the demonstration effort is to show other communities in the state how these strategies work.

Currently there are 14 demonstration cities, which were chosen through a competitive process during the years 1986-1988. In addition, there are 14 "Independent Programs" affiliated with the state program and considered part of the network of Main Street communities. The only difference between the local Demonstration and Independent programs is the level of on-site services delivered by the state. The "Independent Program" started at the request of those cities which had applied for, but had not been accepted into, the Demonstration Program. Each Independent Program city has chosen to accept and implement the Main Street methodology.

A city participating in the California Main Street Program must have all of the following characteristics:

- **A population less than 50,000**
- **Guarantee to employ a full-time program director, housed in a local non-profit organization.**

- **Agree to adopt and implement the Main Street methodology.**
- **Have architectural (historical) resources in the downtown commercial area.**
- **Be endorsed by a Resolution of Support from City Council.**
- **Take responsibility for raising funds to operate a full-time Main Street program.**
- **Agree to attend training opportunities offered by the state program and accept on-site technical assistance and training.**
- **Agree to send monthly program progress reports to the state.**

State criteria for selection to the Demonstration program is based on evidence of need balanced with the local ability to respond to State services.

The following cities are currently participating in the California Main Street Program (a complete listing of the current Main Street programs, their directors, addresses, and phone numbers is contained in Appendix A):

Demonstration Cities: Arcata, Benicia, El Segundo, Encinitas, Fort Bragg, Hollister, Marysville, Paso Robles, Petaluma, Porterville, Quincy, Sonora, Tracy, and Vista.

Independent Cities: Alameda, Auburn, Coronado, Grass Valley, Lafayette, Lindsay, Livermore, Morgan Hill, Palm Springs, San Luis Obispo, Sierra Madre, Tulare, Ukiah, Visalia.

In 1990, two Urban Pilot Programs were added to the network of Main Street cities: Berkeley and Escondido, each with populations of approximately 100,000, were selected in a competitive process to demonstrate use of the Main Street approach to help downtown and commercial neighborhoods resolve urban issues. Such issues include urban design, growth management, ethnic diversification, and other related problems.

The State Department of Commerce, through the California Main Street Program, is committed to assisting small and medium-sized cities improve their downtown

areas. While there are no plans to expand the Independent Program, the state program plans to add Demonstration cities (under 50,000) to the network every two years, beginning in 1992.

What do the Communities Receive by Participating in Main Street?

By participating in the California Main Street Program, cities receive technical assistance to meet their individual needs for downtown revitalization. This technical assistance is provided by the Main Street Program staff of the California Department of Commerce and also by the National Main Street Center which is an affiliate of the National Trust for Historic Preservation based in Washington D.C.

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The technical assistance for demonstration cities includes:

- **Reconnaissance Visits: A needs assessment is conducted and assistance is provided in forming a downtown association and hiring a local project manager, if necessary.**

- **Project Manager Training: Specialists in the Main Street approach to downtown revitalization provide training annually for local project managers and their boards of directors.**

- **Resource Team Visits: A team of consultants in such fields as architecture, business development, marketing and traffic management is assembled and tailored to each community's needs. Each resource team spends three to four days in each city meeting community leaders, observing, and making realistic suggestions about the downtown's problems.**

- **On-Site Assistance: Program staff provide on-site assistance to project managers and their boards, as needed, to deal with local issues and problems.**

- **Design Assistance: A certified architect provides assistance to downtown businesses, property owners, and city government in areas of building rehabilitation, facade improvement, signs and streetscapes, and historic building code application.**

- **Network Meetings: Two-day meetings of all Main Street programs are held three times a year around the state to exchange information and receive additional training.**

Independent Programs receive somewhat more limited assistance in the form of periodic (at least annual) staff visits, limited design assistance, and participation in quarterly project manager meetings.

The state Main Street program makes the following services available to **all** cities:

- **Telephone consultation**
- **Quarterly newsletter**
- **Annual Downtown Revitalization Conference with the League of California Cities, held each year in June.**
- **Publications, including a manual on developing design guidelines, a directory of suppliers for historic restoration of commercial buildings, a directory of California consultants and agencies which specialize in downtown revitalization services.**
- **Videos and slides on the Main Street approach, available on loan.**
- **Basic Training on the Main Street Approach: In depth training; open to cities under 50,000; held in the fall.**

The approach has four major components: organization, promotion, design, and economic restructuring.

What are the Components of the Main Street Approach to Downtown Revitalization?

The Main Street Program approach is designed to foster community self-reliance in revitalizing its downtown core. The approach was originated by the National Trust for Historic Preservation and endeavors to emphasize the traditional assets of the downtown community. These assets include: personal service, local ownership, unique architecture, and a sense of community. The approach has four major components: organization, promotion, design, and economic restructuring.

Organization

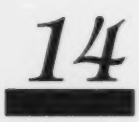
The key players in the revitalization process must be united in their desire to achieve revitalization. The Organization component focuses on the process of enabling business and property owners, civic groups, bankers, the chamber of commerce, government agencies, and individual citizens to work together to achieve common goals. The Main Street non-profit organization and the full-time local project manager are key elements in organizational management.

Promotion

This component focuses on identifying the downtown as a unified shopping area, an attractive meeting place, and a stage for a variety of community activities. Promotional programs help to attract customers and investors to the downtown, strengthening its role as a vital economic component of the community.

Design

Good design is essential to all aspects of downtown revitalization. It enhances the visual quality of the downtown, using the basic design elements which already exist in each building. The need for good design extends to promotional literature, store window and merchandise display, signs, and public improvements.



Good design is essential to all aspects of down town revitalization.

Economic Restructuring

While most small city downtowns will never regain their dominance as primary retail centers, the process of economic restructuring helps them to maintain their economic strength. The component of economic restructuring involves business retention and recruitment, development of imaginative merchandising techniques, and attracting to the downtown new retail and non-retail functions, including office, recreation and residential uses.

What are the Major Concerns of Communities That Participate in Main Street?

In broad terms there is a single concern of communities which participate in Main Street: The revitalization of the downtown core in the face of increasing decay. However, a myriad of more focused problems are involved in this major issue. In order to portray more vividly the plight of small, primarily rural, communities, a brief listing of some of these problems is presented below. These concerns are listed under the four components of the Main Street strategy.

Organizational Concerns

While it is vital that a united effort be mounted in order to recapture downtown vitality, this is not a simple task. Developing, funding, and operating an organization which has the capacity to implement and maintain the Main Street process involves a host of issues including the following:

- **Developing the board of directors for the organization**
- **Managing full-time staff and committees**
- **Increasing membership, participation, and cooperation in the organization.**
- **Managing volunteers**
- **Developing, implementing, and reviewing a plan of action**
- **Organizing various committees to address specific aspects of the plan.**
- **Obtaining stable funding**

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Promotional Concerns

Promotional programs which attract customers and investors to the downtown require creativity and planning. Downtowns need expertise in:

- **How to build/create a public image**
- **Developing effective promotional ideas**
- **How to advertise and address the public utilizing a comprehensive, creative marketing strategy, often with limited funds.**

Design Concerns

The Downtown must be an attractive, safe, and welcome environment. The historical significance of existing buildings is an asset which the downtown has that is usually not present in newly built shopping malls. But capitalizing on this is often difficult for communities to do. Among other issues, they are concerned with:

- **How to use local history in design.**
- **Working with current building codes, and departments, including the state historic building code, in the renovation process.**
- **Funding design improvements.**
- **Maintaining a clean downtown environment.**
- **Promoting high-quality design in building rehabilitation, new buildings, and public infrastructure.**
- **Parking and traffic problems**

Economic Restructuring Concerns

In keeping the downtown economically competitive, Main Street communities are concerned with:

- **Keeping businesses up to date with current retail and marketing practices.**
- **Dealing with high business turnover.**
- **Attracting the right mix of businesses.**
- **Knowing who the market is and how to reach it.**
- **Minimizing loss of local retail sales to other areas.**

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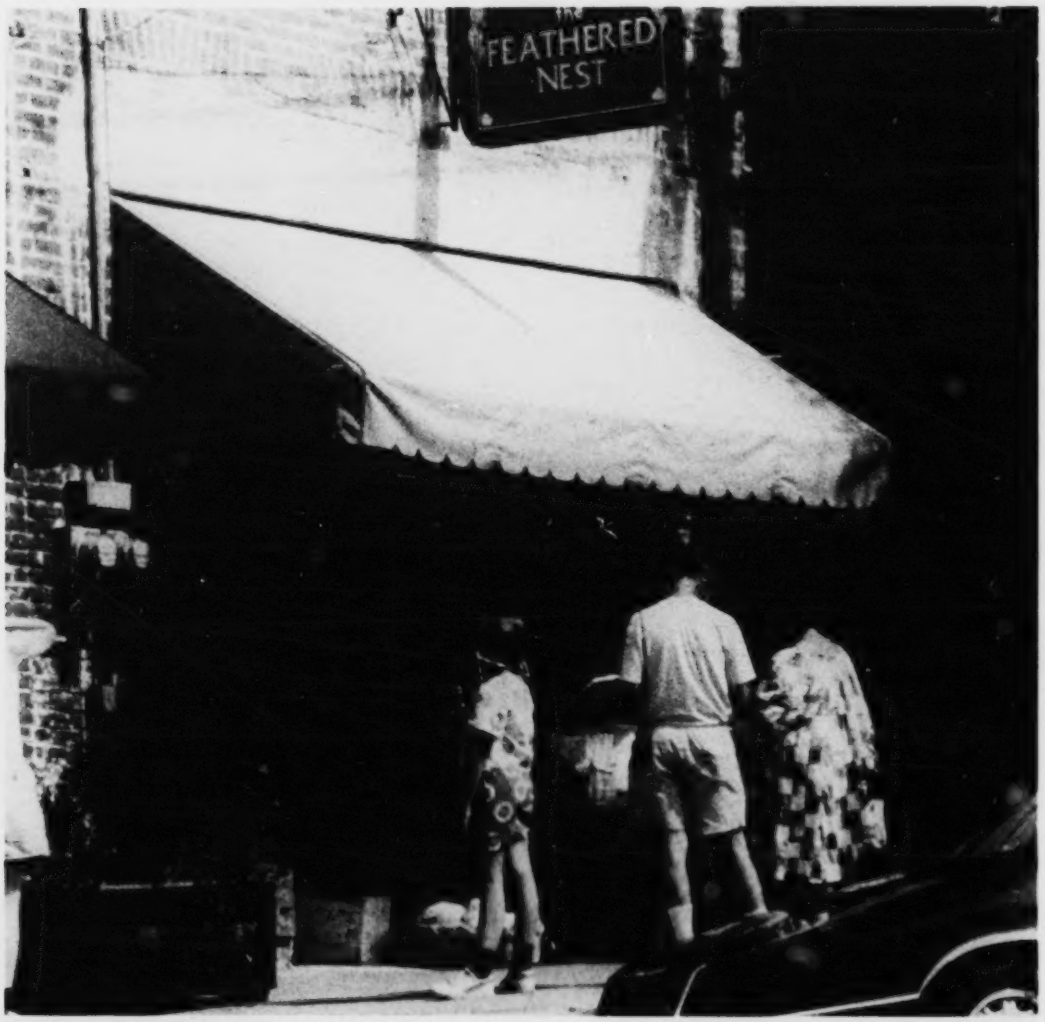

John Ihm

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THE CALIFORNIA COMMUNITY COLLEGES

How are Community College Organized?

There are 107 community colleges in California. They are organized into 71 college districts each with a locally elected board of trustees. All colleges are part of the community college system which is headed by the Chancellor's Office of the California Community Colleges under the direction of the Board of Governors which is appointed by the Governor. The Chancellor's Office is located in Sacramento. The locations and names of the 107 colleges are shown in Appendix B.

Each college district has its own board of trustees which sets policies for operations at all colleges within the district. In multi-college districts, there is a chancellor for the district and often there is district level staff. Whether it is in a single- or multi-college district, each college is administered by a President.

The administrative structure under the President within each college varies. However, within each college, under the direction of the President, there is a group of top level administrators. These administrators most often bear the titles of Vice President, Dean, or Director and are charged with the leadership of one or more functional segments of the college's organization. One of these administrators is given responsibility for the college's role to whatever extent the college is able to be involved in economic development of the surrounding community. It is this individual who is best suited to direct inquiries as to the manner in which a college might work with Main Street programs to improve the economic development of the local region.

The Guide is primarily directed toward encouraging cooperative efforts between Main Street communities and local colleges.

Under the top level administrators there will exist at each college a series of departments where various disciplines are taught or services are provided. The scope and function of these departments will also vary from college to college.

This Guide is primarily directed toward encouraging cooperative efforts between Main Street communities and local colleges. Thus, the services that can be provided by the local college are of utmost importance. However, there are also a number of statewide efforts which have been initiated by the Chancellor's Office of the California Community Colleges that may impact a local Main Street program. These broader statewide efforts are described as follows.

The Economic Development Program of the California Community College Chancellor's Office

Just as the California Department of Commerce provides oversight and technical assistance to the individual Main Street programs, so does the California Community College Chancellor's Office provide monitoring and technical assistance to local community colleges. One of the aims of this assistance is to strengthen the colleges' role in the economic development of their local communities.

In 1988, the Chancellor's Office established an Economic Development Program to support community college participation in local economic development activities. The program was initiated by the Chancellor's Office in response to California's challenge to maintain its leadership and capacity for economic growth into the next century. The program is designed to provide, primarily through activity at the local college level, specialized education, training, and technical services to business industry and government. The goals are to stimulate:

- **A coordinated response to individual organizations and provide regional training needs; addressing both occupational specific training as well as general education.**
- **Provision of workplace learning resources to employers (for example, occupational specific assessment, task analysis, basic skills, English as a Second Language training, literacy, computation, problem solving, analytical skills, teamwork, and other subjects identified by employers).**
- **The transfer of new technological developments to the small business sector by linking research and development institutions with small business owners.**
- **International trade development**
- **Business formation and enhanced competitiveness of existing businesses.**

This program is implemented through the Economic Development Network of the California Community Colleges, commonly referred to as ED>Net. ED>Net coordinates the resources of the community college system's vast education, training, and technical resources for the purpose of economic development. There are various features of the state's Community College Economic Development Network Program that can impact Main Street communities. For the purposes of Main Street communities, the most relevant of the statewide economic development programs facilitated by ED>Net are described here.

Small Business Development Centers (SBDCs)

Small Business Development Centers provide comprehensive services to small business owners and individuals interested in starting a business. In establishing the Small Business Development Centers (SBDCs), the Chancellor's Office of the California Community Colleges has entered into a partnership with the California Department of Commerce. Funds are provided for local college SBDCs to participate in the California Small Business Development Center Program. The program is a partnership between the state of California and the U.S. Small Business Administration. The California Small Business Development Center Program is administered by the Office of Small Business in the California Department of Commerce.

The Small Business Development Centers offer their business assistance services in accordance with the California SBDC Plan. The following goals are established in the plan:

- **Provide one-on-one consulting to small business clients in the areas of business planning and management, financing, and marketing.**
- **Establish and develop services in response to local small business needs, demands, and economic development strategies.**
- **Create and expand small business in the State of California, promote management improvement, increase productivity, create and retain jobs, and increase local revenues.**
- **Disseminate information and provide the small business community with access to a statewide network of services. Link federal, state and local public and private resources to develop stable, successful businesses.**
- **Provide training in the form of workshops, seminars and classes to enhance business development.**
- **Promote and provide services to small businesses owned by special emphasis groups such as women and/or minority small business owners, and business owners in distressed economic areas.**
- **Provide specialized services, as needed, in such areas as international trade, technology transfer, procurement opportunities, home-based business, assistance to small farms, or access to a revolving loan fund.**

The SBDCs are information, resource and referral agencies for the small business community. The cornerstone of the program is confidential, in-depth consulting service to individual business clients in management, financing, and marketing. In addition, centers provide training in the form of "how to" workshops and classes. These services are designed to result in new businesses, management improvement, increased productivity, business expansion, and job creation. The SBDCs support the vital role small business plays in economic development by promoting successful and stable small businesses.

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At the present time, there are sixteen Small Business Development Centers statewide. Plans are underway to bring additional centers into the network in the near future. Eleven of these centers are administered by local community colleges or districts. Listed below are the SBDCs located at community colleges and their respective service territories. A complete listing of all sixteen SBDCs, along with addresses and telephone numbers, may be found in Appendix C.

Host College/District	SBDC Name	Counties Served
Bakersfield	Weill Institue SBDC	Kern
Gavilian College	Gavilian College SBDC	South Santa Clara, San Benito
Los Rios Community College District	Greater Sacramento SBDC	Sacramento, El Dorado, Yolo
Mt. San Antonio College	East Los Angeles SBDC	East Los Angeles(Pasadena, Glendale, West Covina,Pomona)
Napa Valley College	Napa Valley College SBDC	Napa
San Joaquin Delta College	San Joaquin SBDC	San Joaquin, Calaveras, Amador, Alpine
Sierra College	Sierra College SBAC	Placer, Nevada, Sierra
Solano Community College	Solano College SBDC	Solano
Southwestern College	Southwestern College Small Business and International Trade Center	Southern San Diego
Yuba College	Business Development Center Lake, Mendicino of Lake and Mendocino Counties	Lake Mendicino
Vista College	East Bay SBDC	Alameda

Each Small Business Development Center has its own professional staff. It also has the network of private individuals and firms who provide consulting services as needed.

Where these centers exist they are natural partners for an alliance with Main Street programs. But it is not necessary for an SBDC to be in existence for cooperative efforts to take place. Some colleges without SBDC's have developed alternative means of providing similar resources to their respective communities.

Contract Education Services

The Chancellor's Office has established a program to develop and coordinate contract education services to employers. These services can exist at a college either as part of, or separate from, the Small Business Development Center. Contract education offers business, industry, and government a variety of educational and related services on a fee supported basis. Customized programs are developed by colleges and delivered to business for the cost of the program. While the program may be developed at the local college, usually the training is offered at the site of the employer.

Contract Education services are most often provided by community colleges to large companies that have substantial numbers of employees in need of training. Small Business Development Centers, as the name implies, work with smaller companies. However, if the local college does not have an SBDC, it is also possible for smaller companies to make use of contract education opportunities. The most feasible way of doing this would be for a group of similar companies, perhaps on a regional basis, to pool their training needs and, as a group, work with a local college to have these needs met.

A business interested in receiving some specialized training for its employees can contact the Contract Education office at most community colleges and cooperatively develop a plan where the college will provide that training for a fee. Usually, the cost of the training is more reasonable than proprietary schools in that profit is not a motive.

Environmental Hazardous Material Technology Training Program

Under this program, various California community colleges are developing pools of trained technicians who can help California industry comply with state and local regulations on hazardous materials, and provide training opportunities within industry for hazardous materials handling. The colleges offer workshops and training in handling environmentally hazardous materials in their regional service areas.

At present the following community colleges offer this program: Bakersfield College, Consumnes River College in Sacramento, De Anza College in Cupertino, Diablo Valley College in Pleasant Hill, Foothill College in Los Altos Hills, Fresno City College, Fullerton College, Merced College, Oxnard College, College of San Mateo, Rio Hondo College in Whittier, Riverside Community College, Southwestern College in Chula Vista, and West Los Angeles College in Culver City.

Centers for International Trade Development

The common goal of these centers is to serve small businesses, stimulate business formation, and provide programs and services that enhance the competitive strength of California business in the international marketplace. These centers provide training and technical services to businesses interested in international exporting or importing. This includes the provision of: direct consulting, technical services, information dissemination, resource and referral services, and employee training.

At present these centers are located at Citrus College in Glendora, Coastline Community College in Fountain Valley, Merced College, Oxnard College, Riverside Community College, Sacramento City College, Southwestern College in Chula Vista, and Vista College in Berkeley. Fresno City College operates an Export Assistance Program which provides access to services for businesses located in twenty-three Central and Southern California counties which do not currently have Centers for International Trade Development to serve them.

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John Ihm

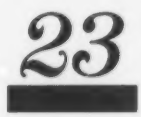
THE MUTUAL BENEFITS OF COOPERATION

Revitalizing decaying downtowns and assisting economic development of the local region are goals Main Street programs and community colleges can share. Some of the specific ways each side in this equation will benefit from cooperating in meeting these goals are explored below.

Benefits to the Community College

Potential benefits for the community college can be described in five broad categories:

Community Involvement/Enhanced Community Awareness



Cooperation enables the college to better serve the needs of the community. It makes the community college a partner in the economic development of the community, and creates a better understanding within the college of the development needs of the community.

Cooperation enables the college to better serve the needs of the community.

It is also an excellent form of public relations. The local Main Street program can in effect become a promotional arm of the community college. For example, Feather River Community College in Quincy and the Quincy Main Street program are in the process of jointly sponsoring a summer cultural events series. The college has been instrumental in initiating and organizing the event, and Main Street is serving as the umbrella organization. The community awareness of both organizations has been enhanced.

Increased Opportunities for Students

Cooperation with Main Street programs will cultivate sites for college cooperative work experience and internship programs, and increase opportunities for successful job placements. College of the Redwoods psychology students gained valuable experience in working with the city of Fort Bragg and its Main Street program by designing and administering a survey instrument addressing what Fort Bragg residents wanted to see in their downtown. Computer students will input the results into a data base program and gain experience in working with "real" data.

More Relevant Curriculum/Equipment

Working in the community with Main Street will also create a better understanding of current and prospective students' needs, and can thus provide a basis for program and curriculum development. The Main Street program can provide colleges with information on the kinds of training needed for jobs in the community. Feather River College recognized the value in consulting Main Street when it was in the process of forming its own independent community college district. When it engaged in long range planning for curriculum development, it consulted with various concerned organizations including Main Street. New contacts in the community may also be a source of future donated equipment or supplies.

Improvement of Community Resources

The network of new contacts through Main Street programs can create a pool of potential speakers, technical experts, and advisory board members for the college. For example, Auburn Main Street staff serve on the board of directors of Sierra College's Small Business Development Center. Contacts with Main Street can also provide new sources for part-time faculty and working in the community can serve as a form of professional development for existing faculty members.

Contribution Toward Financial Health

The opportunity to offer classes for Main Street programs can increase the college's revenues through the average daily attendance allocation from the state. If the college is already "at CAP", meaning it can receive no more state money for enrollment growth, community not-for-credit classes provided through a Main Street program can increase revenues from fee-based enrollments. Further, the time spent in the community can be used as the match in many grant applications. Because Main Street programs are private, non-profit entities, they can serve as a partner with the college for certain types of private grants and governmental funding. As an example of how Main Street can contribute to a college's financial health, the Auburn Main Street program wrote a letter of support for Sierra College's successful proposal to be funded for a Small Business Development Center.

Benefits to Main Street Programs

The potential benefits for Main Street programs fall into four major categories:

Additional People, Facilities, and Resources

The college can provide additional person-power and other resources to Main Street programs. For example, work experience and internship students can serve as an extension of Main Street staff. Students can assist downtown revitalization efforts by taking on special projects such as event production or research projects. The college can also lend the technical expertise of its faculty to the community. Depending on local policy and procedure, it is also possible that college facilities could be made available for Main Street activities. Students from College of the Redwoods are providing significant support to the city of Fort Bragg and its Main Street program by designing, administering, and analyzing survey information. Similarly, Auburn Main Street benefitted from the use of Sierra College student interns. As a further related example, the facilities of Feather River College have been used to plan the forthcoming cultural events series co-sponsored by the college and Quincy Main Street.

Training and Recruitment

The college can be an effective yet inexpensive training resource. Main Street staff, business owners, and employees can all be the recipients of tailored training. For example, Auburn Main Street has referred businesses to Sierra College and has helped to design tailored training through Sierra's Small Business Development Center. A cooperative relationship with the college can also serve businesses as a recruitment source for new employees. In short, there are many ways colleges can help in the training and recruitment of workers for the community.

Heightened Awareness

The college can become a promotional arm of Main Street and enhance awareness of the program. The college can focus students' attention on the needs of the downtown and ways to go about meeting these needs. Class projects can be designed around various aspects of the Main Street efforts such as a photography class highlighting eyesores or aesthetic improvements, an English class researching and writing about particular businesses or features, or a history class looking into past glories of the community that might be emphasized.

Funding and Support

Requests for proposals (RFP's) for grants are available to colleges from the Chancellor's Office. Joint review of the RFP's by Main Street and local community college staff may make joint application for funding possible. These applications may make use, as appropriate, of each agency's resources for proposal development. Cooperation with community colleges can also be used by Main Street as the match in many grant applications. In addition, colleges with Small Business Development Centers are specifically geared to offer help through counselors, advisors, and their libraries.

POSSIBLE CONSTRAINTS TO COOPERATION

As with any cooperative effort there are always some potential barriers to successful collaboration. The intent of this section is not to discourage but rather to point out potential areas of difficulty. We are working on the assumption that "to be forewarned is to be forearmed."

For Community Colleges

In colleges where there is no Small Business Development Center there may be no ready delivery system for a cooperative effort with Main Street. An alternative mechanism would have to be developed depending on the priorities and resources of each college.

The leadership of the college may believe that the commitment to a Main Street initiative is beyond the resources the college is able to commit. At the same time, a resistance to a cooperative effort may emanate from a lack of information or understanding. For whatever reason, this is a significant barrier because top-level administrative support is essential for a cooperative program to be a success.

There may be some specific legal or contractual barriers to overcome also. For example, faculty contracts may prescribe the duties and responsibilities of staff; there may be restrictions to providing off-site training; or credentialing and minimum instructor qualifications may hinder the use of Main Street personnel in some college activities.

Nancy Ackley

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Top level administrative support is essential.

For Main Street Programs

Barriers may also exist on the Main Street side of the equation. There may be a lack of understanding of possible roles the community college might play in a cooperative endeavor. More specifically, Main Street staff may not know exactly **who** to contact at the college. It will take time for new relationships to develop on this side also and for the details of the collaboration to be explored and established. Main Street staff time devoted to building a relationship with the college may have to be taken from other efforts, causing possible frustration with slow progress. And there may be limited resources with which to work. While such problems can usually be resolved with time and effort, the specifics of collaboration will ultimately be determined by the needs, resources, and imagination of the people working in each community.

DEFINING THE RELATIONSHIP

Any cooperative relationship must be built on certain principles. It must hold some value for each side; each must gain something from it. It must be built on mutual respect and trust. There must be clear, open communication, so that each side understands the role and motivation of the other as well as its own. Finally, each side must have defined responsibilities so that the tasks required to reach the goals can be effectively organized and implemented.

The discussion in the previous chapter has already defined the potential benefits of cooperation between Main Street programs and community colleges. Possible roles and responsibilities which each might have in a cooperative venture are addressed in this chapter.

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ROLES AND RESPONSIBILITIES

Obviously, the appropriate roles and responsibilities of each side will depend on the local Main Street project and its goals. But there are many ways people can be involved. Some suggestions follow:

Since a Main Street project is likely to require work within the community, one possibility is for college personnel to be released or reassigned for some portion of their time. A reduction in teaching load for a faculty member or an assignment of some portion of an administrator's work time can provide the project valuable staff time. In order for this to take place, the college must clearly view one or more potential benefits such as those mentioned earlier.

Another possibility, often less expensive for the college, is to involve students in the Main Street project. There are a variety of avenues through which college students may be involved. These usually depend on each college's definitions and regulations of what is appropriate for their various programs. Some possibilities:

- **Cooperative work experience (giving students course credit and/or pay for learning what takes place at a work-site arranged through the college. It may be required that the work relate directly to the student's course of study.)**
- **Independent study (course credit arranged through individual instructors).**
- **Internship work slots through which students rotate periodically (e.g., each semester).**

Another way to structure the college's involvement in a Main Street project is through an arrangement with the Contract Education Program or Small Business Development Center. In this approach, the college provides specialized employee training at the work site (Contract Eduction), or provides seminars and/or consultations to Main Street staff or involved businesses (Small Business Development Center). There is a small fee in either case, but it is much less than that required to hire a consultant, and is a cost Main Street might pass on to its involved businesses. The recipient of the training can be specific about the desired content of the instruction and can often be involved in the selection of the instructor. This approach can be used by an individual Main Street program or by a regional consortium of Main Street programs.

A central consideration in determining the most appropriate roles and responsibilities for Main Street and college staff is the stage of development of the Main Street program or its specific configuration. Different projects require different kinds of skills. For example, some Main Street programs may be at a beginning point and need help in developing resources. A good grant writer can be invaluable at this stage, as well as help in learning what agencies may be interested in supporting the project financially. Another initial task is organizing the available people and resources into a functioning team. Skills that might be sought out in this respect include: goal setting, strategic planning, consensus building, and management. For programs that are in a more advanced stage, the needs may focus on conducting needs assessments, promotions, implementation and evaluation. All of these skills may be found in various college departments list of possibilities is provided in the figure at the end of this chapter.

In addition to help for the Main Street project itself, there is often a need to provide new businesses locating in the downtown area assistance of various types. Again, these businesses may be at various stages of development from those just beginning to those that are well established but have certain specific problems. Beginning businesses may need help with business plans, for example. They may also need assistance with promotions and marketing, such as advertising and the use of media. Those farther along may want help with space planning, inventory control, accounting, or customer relations. Still others may need help with personnel such as recruitment, selection, and training. In all these realms the project may be able to define roles and locate personnel who can help to provide needed skills.

The figure on the next page provides a listing of college departments and examples of the types of help each might offer a Main Street program. This chart is for suggestive purposes only. Not all colleges will have all of these departments or agencies, or be able to provide every type of assistance. To work out these arrangements, particularly where student help or volunteers are involved, it may be necessary to work through the college Placement or Career Planning Office.

Captain Garbage

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EXAMPLES OF COLLEGE DEPARTMENTS THAT MIGHT BE INVOLVED IN COOPERATIVE ARRANGEMENTS AND THE TYPE OF ASSISTANCE THAT MIGHT BE OFFERED

Anthropology Department
Assistance when rebuilding in historic towns

Art Department
Graphics: Design brochures, posters, etc.
Store Signs and mural designs
Renderings and drawings
Entertainment for promotional events

Business/Marketing Department and/or Small Business Development Center
Customer surveys / Market analyses
Classes/consultations for merchants/employees in areas of:
- Accounting
- Business Machines and Computers
- Customer service training
- Management
- Marketing
- Merchandising
- Personnel Development
- Events Production

Computer Department
Data processing of survey results
Information/training on software for business management
Building a property owner or business data base

Construction Technology
Remodeling and restoration assistance
Preservation crafts training
Understanding building codes and permit process

Cultural Groups/Studies
Might be consulted or help in planning events of cultural significance to town

History Department
Local historic preservation ideas/assistance
Documentation on Main Street projects
Historical Research

Home Economics/ Interior Design Dept/Food Technology
Window display assistance and in-store layout
Fashion Merchandising
Catering for promotional events
Awning design/construction

EXAMPLES OF COLLEGE DEPARTMENTS THAT MIGHT BE INVOLVED IN COOPERATIVE ARRANGEMENTS AND THE TYPE OF ASSISTANCE THAT MIGHT BE OFFERED

Journalism
Newsletters
Brochures
Press releases

Mechanical Drafting
Blue prints
Designs for facilities use

Media Services Department
Promotion, education and documentation

Photography Department
Documentation on Main Street projects
History of Photography course might help by collecting old photos of the town

Social Science Department (Psychology or Sociology)
Developing surveys: guidelines and issues
Analyzing results
Data collectors, survey administration

Statistics (in Social Science not Mathematics)
Compiling and interpreting demographic data

Urban Planning Department
Landscape design
Community planning design
Circulation planning - parking design
Consultation on related issues

CASE STUDIES

In this section we will provide descriptions of three sites where cooperative efforts between a Main Street program and a local community college have taken place. So that the range of cooperative efforts can be demonstrated, one of the community colleges described below has a Small Business Development Center, the other two do not. Similarly, two of the Main Street communities are Demonstration Sites, the other is Independent. At all three of these locations a range of cooperative ventures have taken place. Some of the ventures have been initiated by the Main Street program and others have been initiated by the community college.

CASE STUDY #1
AUBURN MAIN STREET AND SIERRA COLLEGE

The city of Auburn is located in Placer County in the foothills of the Sierra Nevada mountains. It is approximately 30 miles east of Sacramento and has a population of 10,500. The Sierra Community College District is a one-college district encompassing all of Placer and Nevada Counties, and portions of Sacramento and El Dorado Counties. The main college campus is located in Rocklin, approximately midway between Sacramento and Auburn. The population of Auburn, and that of the district served by the college, is growing rapidly. During the decade of 1970-80, the population of Placer County increased by 51%, a trend which continued through the 1980's.

Sierra College has a Small Business Development Center which is located in Auburn and has greatly contributed to the cooperative ventures between Main Street and the college. However not all cooperation has involved the SBDC. Five cooperative ventures will be briefly described in this case study.

1. Main Street Made Use of Sierra College Student Interns

In the relatively early stages of the Auburn Main Street Program, the director of the program embarked on a project to identify and document all business uses in the downtown in order to assess what was present and what was lacking in the downtown mix. The director felt that the assistance of a student intern in this project would be extremely helpful and also would be an educational experience for the student. With this thought in mind the director wrote a letter to the heads

of the Psychology and Sociology departments at Sierra College. The content of the letter described Main Street, its goals, and the particular project for which student assistance was desired.

One of the department heads called the Main Street director in response to the letter. In this instance, the letter was referred to a particular instructor who conducts a class on volunteerism in the community. This instructor invited the Main Street Director to present to the class of students and seek a student intern. As a result of the classroom presentation, a student was identified to work on the Main Street project and who in turn would receive class credit for the work.

Together the Main Street Director and student wrote a contract which specified the tasks and time frame for the student work. This was submitted to and approved by the class instructor. The student worked independently of the instructor and under the direction of the Main Street Director. At the conclusion of the work, the director wrote a letter to the student and instructor indicating that all work had been performed satisfactorily. The student received class credit, learned the value of mapping a business district for comprehensive planning, and had a "real world" work experience.

In this instance the student was happy to serve as an intern in return for class credit. However, the Main Street director indicated that in several contacts with instructors and students the issue of a student stipend of varying amounts had been raised. Whether or not the student is paid and how much remuneration there should be, is an issue which needs to be worked out with the responsible college official.

2. Main Street Helped in the Formation of the Sierra Small Business Development Center

The Auburn Main Street program was in existence before Sierra College applied to the California Community College Chancellor's Office for funding of a Small Business Development Center. Because the Main Street staff could see the value of having a center in the area, the director actively supported Sierra's proposal. A letter from the Main Street Director was included in the proposal which documented the need in Auburn and the surrounding area for the services of a Small Business Development Center.

3. Main Street Refers Auburn Business Owners to the Sierra Small Business Development Center Classes

The downtown district of Auburn is undergoing a change from the provision of everyday goods and services to specialized and unique goods and services. This was a change which the downtown merchants needed to be made aware of and helped to adjust.. The Small Business Development Center of Sierra College designed a workshop on how to position a business for the provision of unique goods and services. This workshop was advertised through Main Street and many downtown Auburn business owners attended . The business owners individually paid a small fee to the SBDC.

On several other occasions the Main Street program has identified workshops which were felt to be of great value to the local business and retail community. Main Street has even identified consultants to teach such courses and has designed course content. The courses are administered and advertised through the Small Business Development Center. The SBDC in this instance is serving as the training arm of the Main Street Program. Workshop attendees pay a small fee but the costs are substantially reduced from what they would be if the Main Street program independently conducted these activities.

4. Main Street Actively Promotes SBDC Activities

The Auburn Main Street program serves as a promotional arm for all Sierra Small Business Development Center activities and workshops. The program produces a monthly newsletter and SBDC flyers have been inserted with the newsletters. Upcoming SBDC events and activities are publicized in the newsletter.

5. Personnel from SBDC and the Main Street Program Serve on Each Other's Board of Directors

The staff of the Auburn Main Street program and the Sierra College Small Business Development Center are active partners in each other's efforts. Staff from the two organizations serve on each other's Boards of Directors. Main Street staff also serve on special SBDC advisory committees and SBDC staff attend Main Street initiated meetings as requested.

Contact Information
For more information on this program contact:

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CASE STUDY #2
QUINCY MAIN STREET AND FEATHER RIVER COLLEGE

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Feather River College is located in the town of Quincy which is in the mountains of northeastern California. Quincy has been a Demonstration Main Street Community since 1988. The program has been successful in stimulating public and private reinvestment totaling over $2,000,000. In January of 1991, Quincy Main Street merged with the local Chamber of Commerce to become the Quincy Main Street Chamber.

Feather River College has recently become independent from its former district, and has now formed its own single campus district serving Plumas County. The college does not have a Small Business Development Center. Both the town and the college are relatively isolated from other similar institutions. An informal cooperative relationship has been formed between the community college staff and the Main Street Chamber staff. The two institutions respect and assist one another, and have undertaken several cooperative ventures. Seven examples are described below.

1. The College Obtained Advice from Main Street for Planning and Curriculum Development

Since Feather River College (FRC) formed its own independent community college district, long range strategic planning and curriculum development activities have been ongoing. To respond to the needs of the community, the colleges President and the faculty Planning Coordinator sent letters to various concerned organizations and individuals regarding the college's short and long term strategic goals and plans. The Main Street Program was one whose views were requested.

The director of the Quincy Main Street Program provided information to the college in response to five questions:

- **What is/are the greatest educational or training related needs of Plumas County?**
- **People can choose to go to a community college or decide on other courses of action. Who or what is FRC's competition in non-educational pursuits or activities for potential students of all kinds.**
- **What should be FRC's relationship with Plumas Unified School district in terms of college credit courses in high schools, vocational pre-start coursework in high schools, ROP contract/coordination with the FRC vocational program?**
- **What should be changed about the college? What should be preserved about the college?**
- **What are the future economic, demographic, sociological, and political trends in the county?**

2. Staff from Main Street and Representatives of the College Serve on Many Common Committees

In Quincy there is a general awareness that Feather River Community College and the Quincy Main Street Program are both important parts of the cultural and economic health of the community. Because of this the staff members of the two organizations sometimes serve on common committees. This allows them to interact, and support each other, and support the economic development goals of the community. Four specific examples:

- **A Main Street Chamber Board member serves on the FRC long range planning committee.**
- **Prior to the Main Street Chamber merger, Main Street staff attended all Chamber Board meetings. At that time, the president of FRC served on the Board of Directors of the Quincy Chamber of Commerce. There is interest in having the president serve as a director on the Main Street Chamber Board.**
- **The Quincy Main Street Program has four standing committees: Organization, Promotion, Design, and Economic Restructuring. A past member and chairperson of the Economic Restructuring Committee is also a member of the Feather River College Board of Trustees.**

- **In an effort to seek community input on its four standing committees, the Main Street Program has asked students from FRC to serve on the committees. The Main Street Program director reports that this has seen mixed results as students tend to participate for a few meetings and then stop attending. Efforts are underway to attract more meaningful student participation.**

3. A Student Intern Worked on an Economic Restructuring Committee Project

A student was hired by "Plumas Corporation," the county's economic development corporation, to work on an Economic Restructuring business inventory project. Additional project work was completed monitoring community market analysis surveys conducted in Quincy Business areas. Both projects were defined in the Main Street annual work plan. This paid work lasted three months at which time the student received work experience credit.

4. Feather River College Public Information Officer Outreach

The college's public information officer contacted the Main Street Board Chairman regarding the potential for the college to hold Main Street Chamber specified seminars on a contract fee basis. The FRC effort was consistent with policy to determine ways in which the college could better serve th needs of Plumas County communities. Additionally, efforts between the public information officer and Main Street began to develop an advisory group on FRC and Main Street Chamber interaction.

5. The College Has Assisted with Main Street Promotional Events

Occasionally the Quincy Main Street Program contacts college personnel to assist with specific promotional events. A case in point involves the "Christmas Sparkle" event in downtown Quincy. The Main Street Promotion Committee contacted the head of the Recreational Leadership Program at the college and asked if student volunteers might play the roles of various Christmas characters at the event. An and a group of his students volunteered, and enjoyed the event and interactions with the community. This has taken place for three years and has given students some firsthand knowledge about organizing and implementing promotional events.

6. The College and Main Street Staff Have Worked Together to Develop a Summer Arts and Entertainment Series

A summer events series is currently being planned for the Quincy area. The Main Street Chamber will serve as the "umbrella organization" for the events. Various college staff have been involved in preliminary planning and many planning meetings have been held at the college. The public information officer for the college and the Chairhead of the drama department have been particularly involved in this cooperative effort. The summer series will showcase various local events and the talents in the community including those at the college. It is hoped the marketing effort for the summer series will enhance local resident event awareness and help attract visitors to the area.

7. Student Community Service Project

Beginning in late autumn of 1990, Feather River College has pursued participation in the "student community services project," a federally funded program. Through the Student Activities and Instruction Office, student and staff research is underway to determine community social service agencies where student assistance may be appropriate. Because Main Street members include representatives of some service agencies, input from the Main Street Chamber has been sought. The purpose of the program is to enhance student opportunities for "supervised activities designed to improve the lives of community residents, especially low income residents, in areas such as health care, child care, social services, housing, crime prevention, etc."

Contact Information

For more information on this program contact:

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CASE STUDY #3
FORT BRAGG MAIN STREET AND COLLEGE OF THE REDWOODS

The third case study example takes place in the Main Street community of Fort Bragg which is located on the northern coast of California. Fort Bragg has a population of approximately 6,100 and is a Demonstration Main Street community. The community is undergoing urban changes. This includes a very rapidly changing merchandise market. Local businesses are having to adapt to changing merchandise on a regular basis in order to compete and keep pace with popular trends. Businesses are also having to compete with regional competition from Ukiah, Santa Rosa and other areas. There is a significant tourist trade in the Fort Bragg area, however this trade is often transitory. Relying on the tourist trade is not a permanent solution to economic revitalization. The goal of the Main Street program is to promote local buying while not ignoring the tourist dollars.

The College of the Redwood's main campus is located in Eureka approximately 160 miles from Fort Bragg. The Fort Bragg location of College of the Redwoods is an Educational Center. The college does not have a small business development center. To promote economic growth in the face of urban transition will take more facilities than the Main Street program has. Therefore the Main Street organization is working out a cooperative plan with the local College of the Redwoods Center. Several cooperative efforts have taken place to date. Three are described here.

1. ***College of the Redwoods psychology students helped to design and implement a local consumer survey.***

In order to determine consumer preferences and needs in the downtown Fort Bragg area, the Main Street program wanted to conduct a survey of local consumers and merchants. The Main Street staff contacted a member of the psychology department at the College of the Redwoods Center who agreed that designing such a survey would be a valuable activity for one of the psychology classes. In addition to developing the survey form, students from the psychology class also helped to administer the survey and obtain the data. This gave the students an opportunity to see how well the survey they developed actually worked in a "real world" setting.

2. ***College of the Redwoods computer science students entered and analyzed the data collected in the survey.***

The Main Street staff contacted the interim dean at the College of the Redwoods Center to request the assistance of several computer science students to analyze the data which was collected in the survey. Main Street proposed that this could be a task for students who were completing required computer science lab hours. The students would input the data from the survey into a data base program. The college agreed to allow the students to assist the Main Street program with this project . This project benefitted the students by giving them some "real" time on the computers and the Main Street program benefitted by having the survey data compiled into useful information categories.

3. ***Main Street program staff and College of the Redwoods administrators have undertaken a commitment to review funding opportunities in tandem in an effort to seek funding for projects of mutual benefit.***

This activity is one that has been recently initiated by the college center and the Main Street program staff. It has yet to result in a joint proposal but the hope is that it will in the near future. The two parties recognize that cooperative arrangements are frequently looked upon favorably by funding agencies and that a joint proposal may have a higher probability of being funded. Furthermore, this process creates more opportunities for the two agencies to interact and gain an understanding of each other's goals and needs, and thus may lead to additional cooperative efforts.

Contact Information

For more information on this program contact:

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HOW TO INITIATE CONTACT AND DEVELOP THE RELATIONSHIP

There are many ways for Main Street programs and community colleges to come together, learn about each other, and develop trust and communication. The staff involved on both sides needs to work together to explore various means by which this can be accomplished.

From the community college side of the equation the matter is relatively straight forward. The Main Street program director or manager is the most appropriate point of contact. Main Street programs, their directors, addresses and phone numbers are listed in Appendix A. As a first step in developing the relationship, interested college personnel might volunteer to serve on a Main Street advisory committee. In this forum the two agencies can begin to learn more about each other.

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Obtaining a college catalogue might give Main Street personnel clues as to the most appropriate point of entry.

For Main Street staff, however, an immediate concern is the identification of the appropriate contact at the local community college. There is no pat answer to this question. Where uncertainties exist, initial contact should probably be made with the office of the president of the college. This office should be able to refer Main Street staff to the most appropriate starting point. However, this will vary from college to college. A listing of the possible points of entry for Main Street include:

- **the College President**
- **the Dean of Instruction**
- **the Administrator of Vocational Education and/or Economic Development**
- **the Director of the Small Business Development Center, if one exists**
- **the Dean of Students**
- **the Career Planning and Placement Office**
- **a Department Chairperson or specific instructor**
- **the Community Services Office**
- **the Public Information Office**

Obtaining a college catalog might give Main Street personnel clues as to the most appropriate point of entry. For more information on which colleges have particular economic development services described in chapter one, the Economic

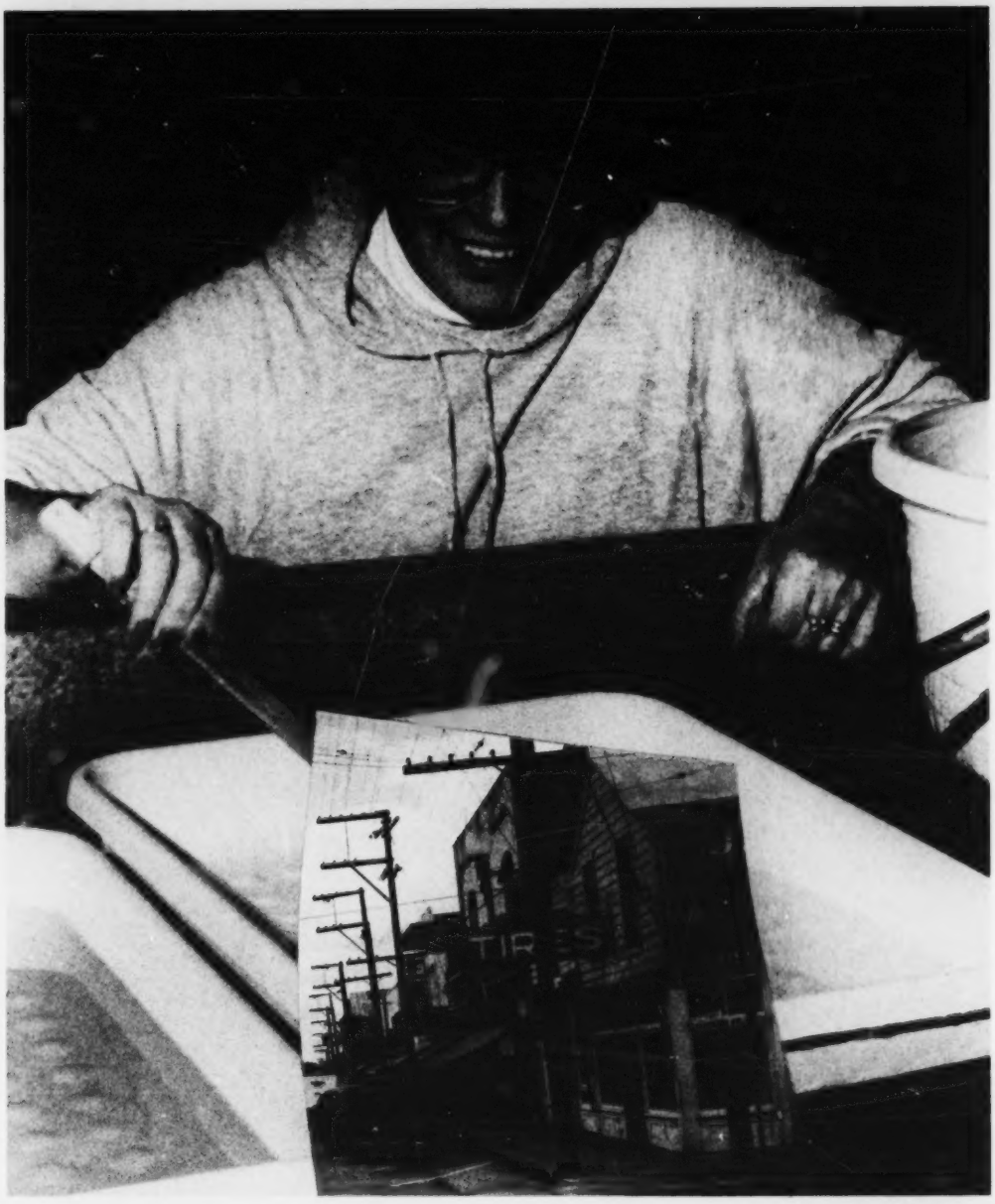
Development Network of the California Community Colleges (ED>Net) can be contacted at its toll free number, 1-800-344-3812.

Once the most appropriate point of entry has been determined, the Main Street staff can proceed in the development of a relationship. A letter of introduction might be the most appropriate avenue. The letter should state that the Main Street program would be interested in starting a formal relationship with the college. The letter should introduce the Main Street program director and might include the following:

- **The goals of the program**
- **Individuals on the Main Street board**
- **Identify any organizations that Main Street has cooperated with in the past.**
- **State what Main Street program needs are and where you would like to see a fit with the community college. If you have a specific needs - be specific.**

Another useful step which can be initiated early in the process of establishing the relationship is for Main Street staff to offer to participate on community college advisory committees that touch on relevant concerns. Examples of such committees include the President's Community Advisory Task Force, individual program/ discipline committees, Small Business Development Center committees, or committees for programs which provide special services to students.

Once contact has been initiated, the next task is to work at developing communication and trust between the two agencies. A productive avenue for doing this is through newsletters and related written materials. For example, if the Main Street program has a newsletter, it can include articles on the college's involvement with the program or various resources the college might offer to program participants. The newsletters can be sent to both the usual Main Street recipients and appropriate staff at the college, such as the Administrator for Vocational Education or the Economic Development Director. Likewise, if the college has a newsletter or internal publication, articles on Main Street and its goals and activities can be included. Such newsletters can be distributed to Main Street staff and participating businesses as well as the usual college publication recipients. To reach a wider audience, articles or other information on the collaboration can also be included in publications of the California Community College system or organizations related to the California Department of Commerce.



Claude Sullivan

44

We firmly believe that the end results will be well worth the effort.

A FINAL WORD

It has been the intent of this user guide to describe the mutual benefits of cooperation in sufficient detail to encourage cooperative efforts to take place. It is also our hope that the guide has provided the necessary information to make possible the initiation of cooperative ventures. Cooperative efforts may take time to develop. There may be occasional pitfalls and stumbling blocks but we firmly believe that the end results will be well worth the effort. The partnerships that can be created between Main Street Communities and the California Community Colleges can truly lead to economic development at the grass roots level.

CALIFORNIA MAIN STREET

Demonstration Cities

Arcata
Sue Williams
Arcata Downtown Business Community
850 G Street, Suite D
Arcata, CA 95521
(707) 826-9043

Benecia
Patti Baron-Frye
Benicia Main street
831 First Street
Benicia, CA 94510
(707) 745-9791

El Segundo
Kevin Mortesen
Downtown El Segundo Inc. (DESI)
323 1/2 Richmond Street
El Segundo, CA 90245
(213) 322-8962

Encinitas
Cindy Fargo
Downtown Encinitas Main Street Association
511 First Street, Suite 207
Encinitas, CA 92024-3535
(619) 943-1950

Fort Bragg
Jay Turner
Fort Bragg Main Street
P.O. Box 2563
Fort Bragg, CA 95437-2563
(707) 961-0360

Hollister
Dan Craig
Hollister Downtown Association
446 San Benito Street, Suite 209
Hollister, CA 95023
(408) 636-8406

Marysville
Rob Van Wagner
Marysville Main Street
P.O. Box 150
317 Third Street
Marysville, CA 95901
(916) 741-8685

Paso Robles
James Mullen
Paso Robles Main Street
608 1/2 12th Street
Paso Robles, CA 93446
(805) 238-4103

Petaluma
Jim Schultz
Petaluma Main Street
149 Kentucky Street, Suite 2
Petaluma, CA 94952
(707) 762-9348

Porterville
Denise Marchant
Main Street Porterville, Inc.
180 North Main Street, Suite D
Porterville, CA 93257
(209) 781-0880

Quincy
Rob Russell
Quincy Main Street
P.O. Box 155
Quincy, CA 95971
(916) 283-0188

Sonora
Barbara Sewell
Sonora Improvement Association
6 South Washington St., Suite 9
Sonora, CA 95370
(209) 532-4820

Tracy
Rita Johnson, Director
Main Street Tracy
25 W. 7th Street
Tracy, CA 95376
(209) 832-0998

Vista
Vicki Barringer
Vista Town Center Association
P.O. Box 322
Vista, CA 92083
(619) 724-8822

Urban Cities

Escondido
Karen Redman, Executive Director
Escondido Downtown Business Association
254 E. Grand Avenue
Escondido, CA 92025
(619) 745-8877

Berkeley
Jeff Leiter, Board Chair
Berkeley Downtown Business Association
c/o M.K. Blake Estate, Co.
2320 Shattuck Avenue
Berkeley, CA 94704
(415) 644-2320

Self-Initiated Cities

Alameda
Pat Jarratt
Administrative and Promotions Assistant
West Alameda Business Association
1400 Webster Street, Suite 8
Alameda, CA 94501
(415) 523-5955

Wendy Sprague
Executive Director
Park Street Business Association
1332 Park Street
Alameda, CA 94501
(415) 523-1392

Auburn
Carol Pepper-Kittredge
Auburn Main Street Program
P.O. Box 9171
933 Lincoln Way
Auburn, CA 95604
(619) 888-0109

Coronado
Marcus Thomson
Coronado Main street
1027 Orange Street
Coronado, CA 92118
(619) 437-0254

Grass Valley
Mark Winkler
Grass Valley Downtown Association
P.O. Box 1986Grass Valley, CA 95945
(916) 272-8315

Lafayette
Linda Jeffrey
Lafayette Main Street
50 Lafayette Circle
Lafayette, CA 94549
(415) 284-1734

Lindsay
David Gibson
New Lindsay Chamber of Commerce
147 North Gale Hill
Lindsay, CA 93247
(209) 562-4929

Livermore
Pat Dugand
Livermore Main Street
P.O. Box 1067
Livermore, CA 94551
(415) 373-1795

Morgan Hill
Greg Sellers
Morgan Hill Downtown Revitalization
5 West First Street
Morgan Hill, CA 95037
(408) 779-6798

Palm Springs
Ted Grofer, Executive Director
Main Street Palm Springs
P.O. Box 9108
215 So. Palm Canyon
Palm Springs, CA 92263
(619) 322-6303

San Luis Obispo
Monte Lukov
DBIA
P.O. Box 1402
San Luis Obispo, CA 93406
(805) 541-0286

Sierra Madre
Ron Hutson
232 West Sierra Madre Blvd.
Sierra Madre, CA 91024
(818) 355-5111

Tulare
John Stevens
Tulare Improvement Program
115 So. "M" Street
Tulare, CA 93274
(209) 688-4636

Ukiah
Toby Hamby
Ukiah Main Street
P.O. Box 1044
Ukiah, CA 95482
(707) 463-1045

Visalia
Jim Byrne, Director
Downtown Visalians
208 West Main Street, #8
Visalia, CA 93291
(209) 732-7737

CALIFORNIA COMMUNITY COLLEGES

Alameda, College of
(Peralta CCD)
555 Atlantic Avenue
Alameda, CA 94501
(415) 522-7221

Allan Hancock College
(Allan Hancock Joint CCD)
800 South College Drive
Santa Maria, CA 93454
(805) 922-6966

American River College
(Los Rios CCD)
4700 College Oak Drive
Sacramento, CA 95841
(916) 484-8211 (President)
(916) 484-8011 (Campus Information)

Antelope Valley College
(Antelope Valley CCD)
3041 West Avenue K
Lancaster, CA 93536
(805) 943-3241

Bakersfield College
(Kern CCD)
1801 Panorama Drive
Bakersfield, CA 93305
(805) 395-4011
Extension Center
Delano Center
1942 Randolph Street
Delano, CA 93215

Barstow College
(Barstow CCD)
2700 Barstow Road
Barstow, CA 92311
(619) 252-2411

Butte College
(Butte CCD)
3536 Butte Campus Drive
Oroville, CA 95965
(916) 895-2511 (Information)
(916) 895-2484 (Supt./Pres.)

Cabrillo College
(Cabrillo CCD)
6500 Soquel Drive
Aptos, CA 95003
(408) 479-6100

Canada College
(San Mateo County CCD)
4200 Farm Hill Blvd.
Redwood City, CA 94061
(415) 364-1212

Canyons, College of the
(Santa Clarita CCD)
26455 North Rockwell Canyon Road
Valencia, CA 91355
(805) 259-7800

Cerritos College
(Cerritos CCD)
11110 East Alondra Blvd.
Norwalk, CA 90650
(213) 860-2451

Cerro Coso Community College
(Kern CCD)
Ridgecrest, CA 93555-7777
(619) 375-5001

Chabot College
(South County CCD)
25555 Hesperian Blvd.
Hayward, CA 94545
(415) 786-6600

Chaffey College
(Chaffey CCD)
5885 Haven Avenue
Rancho Cucamonga, CA 91701
(714) 987-1737

Citrus College
(Citrus CCD)
1000 West Foothill Blvd.
Glendora, CA 91740-1899
(818) 963-0323 (General Information)

Coastline Community College
(Coast CCD)
11460 Warner Avenue
Fountain Valley, CA 92708-2597
(714) 546-7600

Columbia College
(Yosemite CCD)
P.O. Box 1849
Columbia, CA 95310
(209) 533-5100

Compton Community College
(Compton CCD)
1111 East Artesia Blvd.
Compton, CA 90221
(213) 637-2660
(213) 979-8229

Contra Costa College
(Contra Costa CCD)
2600 Mission Bell Drive
San Pablo, CA 94806
(415) 235-7800

Cosumnes River College
(Los Rios CCD)
8401 Center Parkway
Sacramento, CA 95823-5799
(916) 686-7321 (President)
(916) 686-7453 (Information)
Extension Center
Cosumnes River College
Placerville Center
106 Placerville Drive
Placerville, CA 95667
(916) 988-2326

Crafton Hills College
(San Bernadino CCD)
11711 Sand Canyon Road
Yucaipa, CA 92399
(714) 794-2161

Cuesta College
(San Luis Obispo County CCD)
P.O. Box 8106
San Luis Obispo, CA 93403-8106
(805) 546-3100

Cuyamaca College
(Grossmont-Cuyamaca CCD)
2950 Jamacha Road
El Cajon, CA 92019-4304
(619) 670-1980

Cypress College
(North Orange County CCD)
9200 Valley View Street
Cypress, CA 90630
(714) 826-2220

DeAnza College
(Foothill-DeAnza CCD)
21250 Stevens Creek Blvd.
Cupertino, CA 95014
(408) 864-5678
Extension Center
Sunnyvale Campus
850 West McKinley Avenue
Sunnyvale, CA 94086
(408) 739-2616

Desert, College of the
(Desert CCD)
43-500 Monterey Avenue
Palm Desert, CA 92260
(619) 346-8041
Extension Center
Copper Mountain Campus
6162 Rotary Way
Joshua Tree, CA 92260
(619) 366-3791

Diablo Valley College
(Contra Costa CCD)
321 Golf Club Road
Pleasant Hill, CA 94523
(415) 685-1230

East Los Angeles College
(Los Angeles CCD)
1301 Brooklyn Avenue
Monterey Park, CA 91754
(213) 265-8650

El Camino College
(El Camino CCD)
16007 Crenshaw Blvd.
Via Torrance, CA 90506
(213) 532-3670

Evergreen Valley College
(San Jose-Evergreen CCD)
3095 Yerba Buena Road
San Jose, CA 95135
(408) 274-7900

Feather River College
(Feather River CCD)
Feather River College
570 Golden Eagle Avenue
P.O. Box 11110
Quincy, CA 95971-6023
(916) 283-0202

Foothill College
(Foothill-DeAnza CCD)
12345 El Monte Road
Los Altos Hills, CA 94022-4599
(415) 960-4600
Extension Center
Middlefield Campus
4000 Middlefield Road
Palo Alto, CA 94301-4739
(415) 424-8600

Fresno City College
(State Center)
1101 East University Avenue
Fresno, A 93741
(209) 442-4600
Extension Center
Vocational Training Center
2903 E. Annadale Avenue
Fresno, CA 93725
(209) 486-0173

Fullerton College
(North Orange County CCD)
321 East Chapman Avenue
Fullerton, CA 92634
(714) 992-7000
Extension Center
Yorba Linda Education Center
4175 Fairmont Blvd.
Yorba Linda, CA 92686
(714) 779-8279

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Gavilan College
(Gavilan Joint CCD)
5055 Santa Teresa Blvd.
Gilroy, CA 95020
(408) 847-1400

Glendale Community College
(Glendale CCD)
1500 North Verdugo Road
Glendale, CA 91208
(818) 240-1000

Golden West College
(Coast CCD)
15744 Golden West Street
Huntington Beach, CA 92647
(714) 892-7711

Grossmont College
(Grossmont-Cuyamaca CCD)
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 465-1700

Hartnell College
(Hartnell CCD)
156 Homestead Avenue
Salinas, CA 93901
(408) 755-6700

Imperial Valley College
(Imperial CCD)
P.O. Box 158
Imperial, CA 92251-0158
(619) 352-8320

Irvine Valley College
(Saddleback CCD)
5500 Irvine Center Drive
Irvine, CA 92720
(714) 559-9300

Kings River Community College
(State Center CCD)
995 North Reed Avenue
Reedley, CA 93654
(209) 638-3641

Lake Tahoe Community College
(Lake Tahoe CCD)
One College Way
P.O. Box 14445
South Lake Tahoe, CA 95702
(916) 541-4660
(916) 541-1583 (Supt./Pres.)

Laney College
(Peralta CCD)
900 Fallon Stre et
Oakland, CA 94607
(415) 834-5740

Las Positas College
(South County CCD)
3033 Collier Canyon Road
Livermore, CA 94550
(415) 373-5800

Lassen College
(Lassen CCD)
P.O. B ox 3000
Highway 139
Susanville, CA 96130
(916) 257-6181

Long Beach City College
(Long Beach CD)
4901 East Carson Street
Long Beach, CA 90808
(213) 420-4111

Los Angeles City College
(Los Angeles C CD)
855 North Vermont Avenue
Los Angeles, CA 90029
(213) 669-4000

Los Angeles Harbor College
(Los Angeles CCD)
1111 Figueroa Place
Wilmington, CA 90744
(213) 518-1000

Los Angeles Mission College
(Los Angeles CCD)
1212 San Fernando Road
San Fernando, CA 91340
(818) 365-8271

Los Angeles Pierce College
(Los Angeles CCD)
6201 Winnetka Avenue
Woodland Hills, CA 91371
(818) 347-0551

Los Angeles Southwest College
(Los Angeles CCD)
1600 West Imperial Highway
Los Angeles, CA 90047
(213) 777-2225

Los Angeles Trade-Technical College
(Los Angeles CCD)
400 West Washington Blvd.
Los Angeles, CA 90015
(213) 746-0800

Los Angeles Valley College
(Los Angeles CCD)
5800 Fulton Avenue
Van Nuys, CA 91401-4096
(818) 781-1200

Los Medanos College
(Contra Costa CCD)
2700 East Leland Road
Pittsburg, CA 94565
Pittsburgh/Antioch Area (415) 439-2181
Concord Area (415) 798-3500

Marin Community College
(Marin CCD)
College of Marin Campus
College Avenue
Kentfield, CA 94904
(415) 457-8811

Indian Valley College
Campus
1600 Ignacio Blvd.
Novato, CA 94947-4998
(415) 883-2211

Mendocino College
(Mendocino-Lake CCD)
P.O. Box 3000 Ukiah, CA 95482
(707) 468-3002

Merced College
(Merced CCD)
3600 M Street
Merced, CA 95348-2898
(209) 384-6000

Merritt College
(Peralta CCD)
12500 Campus Drive
Oakland, CA 94619
(415) 531-4911

MiraCosta College
(MiraCosta CCD)
One Barnard Drive
Oceanside, CA 92056
(619) 757-2121
Extension Center
San Elijo Campus
3333 Manchester Avenue
Cardiff-by-the-Sea, CA 92007
(619) 942-1352 or 944-4449

Mission College
(West Valley-Mission CCD)
3000 Mission College Blvd.
Santa Clara, CA 95054
(408) 988-2200

Modesto Junior College
(Yosemite CCD)
435 College Avenue
Modesto, CA 95350
(209) 575-6498

Monterey Peninsula College
(Monterey Peninsula CCD)
980 Fremont Street
Monterey, CA 93940-4799
(408) 646-4010

Moorpark College
(Ventura County CCD)
7075 Campus Road
Moorpark, CA 93021
(805) 378-1400

Mt. San Antonio College
(Mt. San Antonio CCD)
1100 North Grand Avenue
Walnut, CA 91789
(714) 594-5611

Mt. San Jacinto College
(Mt. San Jacinto CCD)
1499 North State Street
San Jacinto, CA 92383
(714) 654-8011

Napa Valley College
(Napa Valley CCD)
Napa, CA 94558
(707) 253-3095

Ohlone College
(Fremont-Newark CCD)
43600 Mission Blvd.
Fremont, CA 94539-5884
(415) 659-6000

Orange Coast College
(Coast CCD)
2701 Fairview Road
P.O. Box 5005
Costa Mesa, CA 92628-0120
(714) 432-0202

Oxnard College
(Ventura County CCD)
4000 South Rose Avenue
Oxnard, CA 93033
(805) 986-5800

Palomar College
(Palomar CCD)
1140 West Mission Road
San Marcos, CA 92069
(619) 744-1150
(619) 727-7529

Palo Verde College
(Palo Verde CCD)
811 West Chanslor Way
Blythe, CA 92225
(619) 922-6168

Pasadena City College
(Pasadena Area CCD)
1570 East Colorado Blvd.
Pasadena, CA 91106
(818) 578-7123

Porterville College
(Kern CCD)
900 South Main Street
Porterville, CA 93257
(209) 781-3130

Rancho Santiago College
(Rancho Santiago CCD)
Seventeenth at Bristol
Santa Ana, CA 92706
(714) 667-3000

Redwoods, College of the
(Redwoods CCD)
Eureka, CA 95501
(707) 443-8411
Extension Centers
Del Norte Education Center
883 W. Washington Blvd.
Cresent City, CA 95531
(707) 464-7457
Mendocino Coast
Education Center
1211 Del Mar
Fort Bragg, CA 95437
(707) 961-1101

Rio Hondo College
(Rio Hondo CCD)
3600 Workman Mill Road
Whittier, CA 90608
(213) 692-0921

Riverside Community College
(Riverside CCD)
4800 Magnolia Avenue
Riverside, CA 92506-1299
(714) 684-3240

Sacramento City College
(Los Rios CCD)
3835 Freeport Blvd.
Sacramento, CA 95822
(916) 449-7441

Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692
(714) 582-4500

San Bernadino Valley College
(San Bernadino CCD)
701 South Mt. Vermont Avenue
San Bernadino, CA 92410
(714) 888-6511

San Diego City College
(San Diego CCD)
1313 Twelfth Avenue
San Diego, CA 92101
(619) 230-2400

San Diego Community College Continuing Education Centers
5350 University Avenue
San Diego, CA 92105
(619) 230-2039

San Diego Mesa College
(San Diego CCD)
7250 Mesa College Drive
San Diego, CA 92111-4998
(619)560-2600

San Diego Miramar College
(San Diego CCD)
10440 Black Mountain Road
San Diego, CA 92126
(619) 693-6800

San Francisco, City College of
(San Francisco CCD)
50 Phelan Avenue
San Francisco, CA 94112
(415) 239-3000

San Francisco CC Centers
(San Francisco CCD)
33 Gough Street
San Francisco, CA 94103
(415) 239-3070 (Information)
(415) 239-3018 (Pres.)

San Joaquin Delta College
(San Joaquin Delta CCD)
5151 Pacific Avenue
Stockton, CA 95207
(209) 474-5151

San Jose City College
(San Jose-Evergreen CCD)
2100 Moorpark Avenue
San Jose, CA 95128
(408) 298-2181

San Mateo, College of
(San Mateo CCD)
1700 West Hillsdale Blvd.
San Mateo, CA 94402
(415) 574-6161

Santa Barbara City College
(Santa Barbara CCD)
721 Cliff Drive
Santa Barbara, CA 93109
(805) 965-0581

Santa Monica College
(Santa Monica CCD)
1900 Pico Blvd.
Santa Monica, CA 90405
(213) 450-5150

Santa Rosa Junior College
(Sonoma County Junior CCD)
1501 Mendocino Avenue
Santa Rosa, CA 95401
(707) 527-4011
(707) 527-4431 (Supt./Pres.)
Extension Center
Petaluma Center
20 Knoss Concourse
Petaluma, CA 94952
(707) 795-8030

Sequoias, College of the
(College of the Sequoias CCD)
915 South Mooney Blvd.
Visalia, CA 93277
(209) 733-2050

Shasta College
(Shasta-Tehama-Trinity Joint CCD)
1065 North Old Oregon trail
P.O. Box 49600
Redding, CA 96049
(916) 225-4600

Sierra College
(Sierra Joint CCD)
5000 Rocklin Road
Rocklin, CA 95677
(916) 624-3333

Siskiyous, College of the
(Siskiyou Joint CCD)
800 College Avenue
Weed, CA 96094
(916) 938-4462

Skyline College
(San Mateo County CCD)
3300 College Drive
San Bruno, CA 94066
(415) 355-7000

Solano Community College
(Solano County CCD)
4000 Suisun Valley Road
Suisun, CA 94585
(707) 864-7000

Southwestern College
(Southwestern CCD)
900 Otay Lakes Road
Chula Vista, CA 92010
(619) 421-6700

Taft College
(West Kern CCD)
29 Emmons Drive
Taft, CA 93268
(805) 763-4282

Ventura College
(Ventura County CCD)
4667 Telegraph Road
Ventura, CA 93003
(805) 654-6400

Victor Valley Community College
(Victor Valley CCD)
18422 Bear Valley Road
Victorville, CA 92392-9699
(619) 245-4271

Vista College
(Peralta CCD)
2020 Milvia Street
Berkeley, CA 94704
(415) 841-8431

West Hills College
(West Hills CCD)
300 Cherry Lane
Coalinga, CA 93210
(209) 935-0801
Extension Centers
King County Campus,
Lemoore
1200 Hume Avenue
Lemoore, CA 93245

North District Center
Saipan and Greenacres
Firebaugh, CA 93622
(209) 659-1473

Avenal Center
328 E. San Joaquin
Avenal, CA 93204
(209) 386-0344

West Los Angeles College
(Los Angeles CCD)
4800 Freshman Drive
Culver City, CA 90230
(213) 836-7110
Extension Center
West Los Angeles College
Airport Campus
9700 So. Sepulveda Blvd.
Los Angeles, CA 90045
(213) 776-5264

West Valley College
(West Valley-Mission CCD)
14000 Fruitvale Avenue
Saratoga, CA 95070
(408) 867-2200

Yuba College
(Yuba CCD)
2088 North Beale road
Marysville, CA 95901
(916) 741-6700
Extension Centers
Woodland Center
635 California Street
Woodland, CA 95695
(916) 666-4454

Lake County Center
P.O. Box 796
Lower Lake, CA 95457
(707) 994-9447

Colusa County Center
745 Tenth Street
Colusa, CA 95932
(916) 458-4085

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CALIFORNIA SMALL BUSINESS DEVELOPMENT CENTERS 1990-1991

East Bay SBDC
Vista Community College
Ms. Selma Taylor, Director
2201 Broadway, Suite 814
Oakland, CA 94612
(415) 893-4114

San Diego SBDC
Ms. Maria Morris, Director
110 West C Street, #1600
San Diego, CA 92101-3968
(619) 232-0124

Central Coast SBDC
Cabrillo College
6500 Soquel Drive
Aptos, CA 95003
(408) 479-6136 or 479-6135

Solano County SBDC
Solano Community College
Mr. Ed Schlenker, Director
320 Campus Lane
Suisun, CA 94585
(707) 864-3370

Greater Sacramento SBDC
Los Rios Community College District
Ms. Debbie Travis, Director
1787 Tribute Road, Suite A
Sacramento, CA 95815
(916) 920-7949

Napa Valley College SBDC
Napa Valley College
Ms. Patti Peters, Director
100 Coombs
Napa, CA 94559
(707) 253-3210

Gavilan College SBDC
Gavilan Community College
Mr. Peter Graff, Director
5055 Santa Teresa Blvd.
Gilroy, CA 95020
(408) 847-0373

Tri-County SBDC
260 Cohasset
Chico, CA 95926
(916) 895-1352

North Coast SBDC
Ms. Frances Clark, Director
882 H Street
Crescent City, CA 95531
(707) 464-2168

Weill Institute SBDC
Bakersfield Community College
Ms. Deborah Orr-Carpenter, Director
2101 K. Street Mall
Bakersfield, CA 93301
(805) 395-4148

East Los Angeles SBDC
Mt. San Antonio College
Mrs. Toni Valdez, Director
363 S. Park Avenue, Suite 105
Pomona, CA 91766
(714) 629-2247

Sierra College SBDC
Sierra College
Mr. Art Curry, Director
550 High Street, Suite 6
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